

# EFFECTIVE USE OF FORMATIVE ASSESSMENT

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Coaching students to success

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# Our 90 Minute Learning Progression

- Consider a new way to talk about formative assessment, including definition and examples.
- Compare personal understanding of formative assessment with Popham's description and current application in classrooms.
- Identify obstacles to effective use of formative assessment
- Think of ways to talk with teachers and support them in the effective use of formative assessment (change of practice)

# Your Definition

Select someone from your life who is not an educator and write the explanation of formative assessment you would give to that person.

# Share Time

- Tell the person sitting next to you how you would explain formative assessment to a non-educator. Be sure that both partners share.
- Brief share-out

# Every Day Examples

With a  
partner,  
discuss how  
we use  
formative  
assessment  
when we....

- Make soup?
- Improve our golf swing?
- Think of three additional everyday examples

# Think of Someone You Know....

- Who is the best practitioner of formative assessment that you know?
- Why is this person so effective in using formative assessment?

# What Would it Look Like?

- Take a few minutes to envision a classroom of a caring, effective teacher. What do you see?

## \*Understanding Check

Write the definition of formative assessment you would provide to teachers or administrators, including one example.



# Our 90 Minute Learning Progression

Consider a new way to talk about formative assessment, including definition and examples. (*Whole class check*)

- Compare personal understanding of formative assessment with Popham's description and current application in classrooms.
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- Think of ways to talk with teachers and support them in the effective use of formative assessment.

# \*Provided Definitions

From the CCSSO:

- Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

From James Popham:

- Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.

# Popham Eventually Lands Here:

Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing.

# Key Attributes

- A planned process
- Assessment-elicited evidence
- Teachers' instructional adjustments
- Students learning tactics adjustments

# Attribute 1: A Planned Process

- It is not the *nature* of the “test” but its *use* that determines whether an assessment is formative. If the teacher will use the results to make an adjustment in instruction, it is a formative assessment.

# Attribute 2: Assessment-Elicited

- The adjustments that teachers and students make must be based on “evidence of the student’s current level of mastery with respect to certain skills or bodies of knowledge.”

# Attribute 3: Teachers' Instructional Adjustment

- In order to be an effective teacher, one must use the evidence of a student's mastery level from *current* data.
- “It’s not a matter of looking at test data and deciding to try a new approach next time; it’s a matter of doing something different (or differently) NOW.”

# Attribute 4: Students' Learning Tactics Adjustments

- Students who are well-informed about their learning progress and results will own their part of the process and make necessary adjustments.
- Formative assessment is a PROCESS.



# Understanding Check

Please record anything that you would now add to or subtract from your definition of formative assessment on the index cards provided and place them on the table.

What you would add, if anything, on a PINK card.

What you would take out, if anything, on a BLUE card.

# Our 90 Minute Learning Progression

- Consider a new way to talk about formative assessment, including definition and examples. (*Whole class check*)
- Compare personal understanding of formative assessment with Popham's description and current application in classrooms.(Index cards on desk)
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- Think of ways to talk with teachers and support them in the effective use of formative assessment (change of practice)

# \*What is Happening in Classrooms?

Please discuss and record in your notes:

- Teachers' understanding and application of formative assessment
- Barriers to effective use of formative assessment

# Juxtaposition: Reality Check

## Popham's Definition

Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing.

## Barriers

# Curricular Aim: Prepare for working in schools on formative assessment

Consider a new way to talk about formative assessment, including definition and examples. (*Whole class check*)

- Compare personal understanding of formative assessment with Popham's description and current application in classrooms.
  - (Individual response index cards)
- Identify obstacles to effective use of formative assessment
  - (Whole class check)
- Think of ways to talk with teachers and support them in the effective use of formative assessment (change of practice)

# \*Popham's Four Levels of Formative Assessment Implementation

- Level 1: Teachers use evidence to adjust instructional approach.
- Level 2: Students use evidence to adjust learning tactics.
- Level 3: Culture shift from assessment as a comparison and ranking system to a way to transform teaching and learning.
- Level 4: Schoolwide adoption of one or more levels of formative assessment.

# Good Decisions Based on Learning Progression

- “A sequenced set of subskills and bodies of enabling knowledge that, it is believed, students must master en route to mastering a remote curriculum aim.”
- Teachers must effectively plan such learning progressions, based on knowledge of curriculum and students, and plan which points on the progression require a formative checkpoint and possible adjustment.

# Another Example

- Curricular Aim: Students can analyze various structures for written arguments about genetic modification in the food industry.
- What enabling knowledge would students need to successfully complete the task?
- What skills would they need to successfully complete the task?
- In what sequence would these instructional points on the learning progression need to be placed?



# Learning Progression for Analyzing Written Arguments

- **Enabling knowledge:** Know the components of an argument.
- **Skill:** Comprehend the claim of two articles and supporting evidence in each one.
- **Skill:** Summarize main points in a written article
- **Enabling knowledge:** What possible structures for writing arguments exist?
- **Skill:** Identify the structure of the two articles and compare how they are arranged.
- **Skill:** Explain what common components of argument exist in the two articles even though they are structured differently.

# \*Take a Moment for Reflection and Review

- Review your notes from the session so far and...
- Write a reflection about practical ways to work with teachers and administrators about effective use of formative assessment.
- How will you know whether teachers are effectively using formative assessment?
- How will you use the information about the four levels of formative assessment and learning progressions?

# Curricular Aim: Prepare for working in schools on formative assessment

- Define formative assessment and think of examples  
*(Whole class check)*
- Compare personal understanding of formative assessment with Popham's description and current application in classrooms.
  - (Individual response index cards)
- Identify obstacles to effective use of formative assessment
  - (Whole class check)
- Think of ways to talk with teachers and support them in the effective use of formative assessment. (Exit Slip)

## Works Cited

Transformative Assessment. Popham, James W. *Association of Supervision and Curriculum*, 2008.